



CHETANA
International Journal of Education
(CIJE)

Peer Reviewed/Refereed Journal
(ISSN: 2455-8729 (E) / 2231-3613 (P))

Impact Factor
SJIF 2023 - 7.286

Research Paper

Received	Reviewed	Accepted
18.01.2023	26.01.2023	09.02.2023



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

A Comparative study of Situational Method and Traditional Method of English Teaching in Attaining Language Outcomes at Secondary Level

* Dr. Suman Bala
** Vimal Kumar Jain

Keywords : *Situational Method, Traditional Method, Achievement Test, Language Outcomes, Secondary Level etc.*

Abstract

This study aims to compare the applicability of situational and traditional method of English teaching in attaining language outcomes at secondary level. The students of secondary level from the Sanskrit Education Department of Rajasthan were taken as the population of the study. The researcher approached Sanskrit Schools (secondary level) of Ajmer district and found two appropriate schools for the present study. Fifteen eighth-grade students from Government Praveshika Sanskrit School in Khera Srinagar and fifteen from government Praveshika Sanskrit School in Baghsuri district of Ajmer (Rajasthan) were randomly chosen as the sample. The design of the study is Quasi-experimental. After conducting a pre-achievement test of English the students were divided into experimental and control group. Experimental group was taught through situational method whereas control group taught through traditional method of teaching English. Both groups were taught same content for about four months through different methods. The post-test was administered on both groups, and data were collected. The observation of the pre and post-test was analyzed using descriptive and inferential statistics of mean, standard deviation and t-test. A significant difference was observed in students' total language attainment and its dimensions when they were teaching through situational method of teaching English at secondary level.

Introduction: Historical background of teaching methods

The English language came to our country, with the arrival of British in the early 18th century. With the expansion of the British Empire in India, some people had to learn English because of certain political, social cultural and academic reasons. The people who learnt it formally had to learn it through Grammar-Translation Method or traditional method of teaching as a foreign language. Today English is being taught generally through Grammar-translation method at secondary level where reading and writing skills are focal areas of teaching and learning through this method. A number of linguists and psychologists have different views about how to teach a language. An American psychologist Skinner, believes that language is a behavior and teacher should let his/her students behave with the language they are going to learn (Paliwal, A.K., 2002). Traditional or grammar-translation method was widely criticized by number of linguists. As a result the direct method was developed in stark contrast to the Grammar-translation method. The increase of new views on second and foreign language learning and general criticism of traditional method and direct method, new approach was developed as oral-situational approach or situational language teaching or situational method of teaching English. The main features of the situation method are that language occurs in context, only the target language is to be used in the classroom and the main goal of the language learning is to be able to communicate and therefore spoken language is primary. Palmer and Hornsby developed the theory that knowledge of structures must be linked to situations in order to make learning more effective. This technique is based on behaviorist habit-learning theory. It employs an inductive approach to grammar teaching. The situational method's goals are to teach a practical command of the four basic language skills. Structures are used to attain the basic four skills. The fundamental structures and sentence patterns are used to enhance reading and writing skills, and students learn through speaking and oral practice. (Jayalaskhmi, D., 2018).

Language Outcomes

Children learn in a variety of ways such as listening, reading, playing, interacting and doing. This learning leads to change in their behavior. This change, when observed and assessed, is often termed as learning outcome (NCERT: Learning Outcomes 2019). Learning outcomes define what learners are expected to know and how to achieve the curricular expectations following the pedagogical processes. Learning outcomes are abilities that students have after

gaining learning experiences. In this present study, learning language outcomes are abilities of students in English regarding their language expression and language comprehension dimensions after teaching through different methods of teaching English.

Literature Review

Although a lot of research work on methods of teaching English has been done in India and outside the India, and a number of teaching methods emerged to teach English as a second or foreign language, yet English is being taught almost through traditional method in actual classroom situations. Present study is a comparative analysis of situational method and traditional method of teaching English in attaining language outcomes at secondary level. Findings of some researches and articles from journals have been illustrated to elaborate the efficacy of situational language teaching and compare it with traditional method of teaching English. Juan, Du. (2017) conducted a study on the application of situational language teaching method to Mongolian English Majors to investigate the learning obstacles Mongolians English Majors confront in Inner Mongolia University for nationalities. It was observed that situational method requires the students' active participation but there exist still misunderstanding like improper text parsing and unreasonable situation setting both in teaching and learning. Jusriandi (2020) conducted an experimental research on the use of situational language teaching method to improve students' vocabulary at the second year SMP 27 Bulukumba utilizing a vocabulary exam to determine if students' English vocabulary achievement improved as a result of the situational language teaching method employed in the pre-test English before treatment and a post-test English after treatment. Findings of the study proved situational language teaching's effectiveness in vocabulary development. Wenrong, Li (2018) conducted a study on the application of situational language teaching method to English grammar teaching in senior high school. The findings revealed that situational language teaching method is helpful in English grammar teaching as well as in arousing students' attitude towards active learning. A brief study on applying the situational teaching approach into English classes for rural primary students was aimed to analyze how situational teaching can impact on student learning with the intent of recommending it as a better approach. Findings of the study revealed the fact that situational teaching is more conducive to the development of students' positive emotional attitude and it can arouse the students' interest, motivation and confidence to help them to cultivate and develop the ability of using English in daily life. Above studies claimed the effectiveness of situational method of teaching English for vocabulary development as well

as grammar teaching and, elaborated that situational teaching has a significant impact on students' future life and role in the society. The experiences help to further refine and process educational content and respond to the needs and expectations of the society (Mckay & Bokhorst-heng, 2017).

Significance of the Present Research

A qualitative study, supported by American Jewish World Service (AJWS), of secondary education in Rajasthan was conducted by Centre for Education, Research & Practice (CERP) in 2020, stated that students' performance across three subjects (Science, Mathematics and English) was found much below the satisfaction level. There was significant number of students in class 8 and 9 who could not read and write simple sentences in English. Teachers were using traditional method of teaching English in which students were told to complete the exercises on their own at the end of the lesson. The students studying in the schools of Rajasthan are lacking the practical knowledge of grammar. They are unable to understand the true functions of grammar and unable to express their thoughts. The reason is that they are not taught structures/grammars systematically, and they are not encouraged properly about use and significance of parts of speech, vocabulary development, reading skills and writing skills by the teachers. They do not devote as much as these grammatical items require. With the development of scientific vision in every field of life, more attention has started to be paid to method to be taken up to achieve an aim systematically. The method is an overall plan for the orderly presentation of language material. The queries regarding what should be taught and how should it be taught are related in an intimate manner, for if better methods of teaching are implemented, it is possible to learn more. If we wish to gain better results, we must devise and embrace better methods (Upadhya, A., 2012). Most of the studies conducted on applicability of situational method of teaching deal with the perceptions of teachers and students about the effectiveness of situational teaching rather than language outcomes of students. The study at hand tries to fill this gap. The aim of the present study is to find out the impact of situational language teaching on language comprehension and language expression dimensions in attaining language outcomes at secondary level. So the researcher finds it appropriate to study the impact of situational method and compare it with the traditional method of teaching English in attaining language outcomes at secondary level.

Objectives of the Study

1. To study the impact of situational method of teaching English in attaining language outcomes of students at secondary level.
2. To find out the impact of traditional method of teaching English in attaining language outcomes of students at secondary level.
3. To compare the impact of situational and traditional method of teaching English in attaining language outcomes at secondary level.

Hypotheses

1. There is no significant difference in attaining language outcomes of students before and after teaching through situational method of teaching English at secondary level.
2. There is no significant difference in attaining language outcomes of students before and after teaching through traditional method of teaching English at secondary level.
3. There is no significant difference in attaining language outcomes of students after teaching through situational method and traditional method of teaching English at secondary level.

Research Methodology

Sample

The population of the study was students of VIII class of Government Sanskrit Schools of Rajasthan. A sample of 30 students of Ajmer district of Rajasthan was randomly selected and divided into two groups. Out of 30 students, 15 students were selected from Government Praveshika Sanskrit School in Khera Srinagar and, other fifteen from Government Praveshika Sanskrit School in Baghsuri of Ajmer district of Rajasthan. The students were then assigned to experimental and control groups on the basis of pre-test scores.

Research Design

The quasi-experimental research design was applied to fulfill the objectives of the study. Selected groups were treated with two different teaching methods, i.e., situational and traditional teaching methods of English. Data were collected before and after providing intervention (teaching through different methods) to both of the groups. Research design of the study is presented as follows-

Q1 x Q3- Experimental Group

Q2 x Q4- Control Group

Q1 and Q2 depicts the pre-test of the Experimental and Control Group, and Q3 and Q4 shows the post-test of the Experimental and Control Groups, respectively.

Tool Used for Research

A self-made achievement test of English was used to assess the learning outcomes of students in English subject. In this achievement test language comprehension and language expression dimensions were included which were further sub-divided into parts of speech, vocabulary development, reading and writing skills. This test comprises 60 questions in language comprehension dimension and four items in language expression dimension. Same test was administered before and after teaching through different methods.

Steps of Experimentation

Grouping, Experimental teaching and data collection process was completed in three phases, which was completed in 16 weeks. At first stage, (pre-experimental stage) pre-test was administered on selected two groups to equalize both of the experimental and control group. At second stage i.e. experimental stage, intervention was provided to students through different teaching methods of English language. Experimental group was taught through situational method and control group dealt with traditional method. Same content of English language was taught to both of the groups but through different methods. At the third and last stage of experimentation, post-test was administered on both the experimental and control group. Data were collected through an “English Achievement Test” before and after teaching through different methods.

Data Analysis

In this study, descriptive and inferential statistics were used to answer the research objectives and testing the hypothesis. Data are normally distributed, so t-value was calculated and tested at .01 and .05 levels to check significant differences of the means in pre and post-test conditions and between the groups for different teaching methods.

Results

Table 1- Mean, SD and t-values of pre-test and post-test scores of language attainment outcomes of students (N=15) taught through situational method of teaching English at secondary level

Situational method of teaching English at secondary level							
S. No.	Language Attainment & Its dimensions	Pre test		Post test		t-value	Significance level
		Mean	SD	Mean	SD		
1	Language Comprehension	16.400	1.705	27.533	3.896	10.138	.01
	(i) Parts of speech	10.000	1.966	17.000	3.098	7.388	.01
	(ii) Vocabulary development	6.400	1.497	10.533	2.849	4.975	.01
2	Language expression	10.067	1.289	15.467	1.668	9.920	.01
	(i) Reading skills	4.933	0.998	9.000	1.932	7.243	.01
	(ii) Writing skills	5.133	0.957	6.467	1.543	2.844	.01
Total Language attainment		26.467	1.893	43.000	4.789	12.435	.01

2.05/2.76

The above table represents that the means of the pre and post-test scores of students taught through situational method on language comprehension dimension are 16.400 and 27.533 respectively. The means of pre and post-test scores of students of this group on language expression dimension are 10.067 and 15.467 respectively. Further, the means of students' total attainment of pre-test and post-test are 26.467 and 43.000 respectively. Thus, the means of post-test scores on language comprehension, language expression dimensions and total attainment of language outcomes are higher than the means of pre-test scores of students when they are teaching through situational method. The calculated t-values for significance of difference between the pre and post-test scores on language comprehension, language expression dimensions and total attainment are 10.138, 9.920 and 12.435, respectively, which are significant at 0.01 levels. The calculated t-values of language attainment sub-dimensions of students i.e., parts of speech, vocabulary development, reading skills and writing skills, are also significant at 0.01 levels. So, we can reject the null hypothesis, i.e. "There is no

significant difference in attaining language outcomes of students before and after teaching through situational method of teaching English at secondary level”.

Table 2- Mean, SD and t-values of pre-test and post-test scores of language attainment outcomes of students (N=15) taught through traditional method of teaching English at secondary level

Traditional method of teaching English at secondary level							
S. No.	Language Attainment & Its dimensions	Pre test		Post test		t-value	Significance level
		Mean	SD	Mean	SD		
1	Language Comprehension	13.667	5.449	15.467	5.536	0.897	NS
	(i) Parts of speech	8.267	3.991	8.333	4.028	0.046	NS
	(ii) Vocabulary development	5.400	1.625	7.133	1.928	2.663	.05
2	Language expression	10.267	4.203	11.067	4.057	0.530	NS
	(i) Reading skills	5.400	2.752	5.333	2.700	0.067	NS
	(ii) Writing skills	4.867	1.996	5.733	2.205	1.129	NS
Total Language attainment		23.933	8.606	26.533	8.366	0.839	NS

2.05/2.76

The above table reveals that the means of students of the pre-test and post-test attainment of control group on language comprehension dimension of teaching English are 13.667 and 15.467 respectively. The means of students of pre-test and post-test attainment of this group on language expression dimension are 10.267 and 11.067 respectively. Further, the means of students' total attainment of pre-test and post-test are 23.933 and 26.533 respectively. Thus, the means of post-test attainment on language comprehension, language expression dimensions and total attainment are not significantly higher than the means of pre-test attainment of students on language outcomes at secondary level. The calculated t-values of attainment of pre-test and post-test on language comprehension, language expression dimension and total attainment are 0.897, 0.530 and 0.839 respectively, which are not significant at 0.05 levels. The calculated t-values of language attainment sub-dimensions of students i.e. parts of speech, reading skills and writing skills are also not significant at either .01 or .05 levels. So, we can accept the null hypothesis, i.e. "There is no significant difference

in attaining language outcomes of students before and after teaching through traditional method of teaching English at secondary level”.

Table 3- Mean, SD and t-value of Pre and Post-test scores of students taught through Traditional method and Situational method on their language attainment and its dimensions.

S. No.	Language Attainment & Its dimensions	Pre-test						Post-test					
		Traditional method		Situational method		t-value	Sig.	Traditional method		Situational method		t-value	Sig.
		Mean	SD	Mean	SD			Mean	SD	Mean	SD		
1	Language Comprehension	13.67	5.449	16.400	1.705	1.854	N	15.467	5.536	27.533	3.896	6.903	.01
	(i) Parts of speech	8.267	3.991	10.000	1.966	1.509	N	8.333	4.028	17.000	3.098	6.605	.01
	(ii) Vocabulary development	5.400	1.625	6.400	1.497	1.753	N	7.133	1.928	10.533	2.849	3.828	.01
2	Language expression	10.267	4.203	10.067	1.289	.176	N	11.067	4.057	15.467	1.668	3.885	.01
	(i) Reading skills	5.400	2.752	4.933	0.998	.617	N	5.333	2.700	9.000	1.932	4.277	.01
	(ii) Writing skills	4.867	1.996	5.133	0.957	.467	N	5.733	2.205	6.467	1.543	1.055	N
Total attainment outcomes		23.933	8.606	26.467	1.893	1.113	N	26.533	8.366	43.000	4.789	6.616	.01

2.05/2.76

The above table depicts that the means of post-test attainment of students taught through situational method are higher than the means of post-test attainment of students taught through traditional method on language comprehension and its part of speech and vocabulary development sub-dimensions. Similarly the means of post-test attainment of students taught through situational method are higher than the means of post-test attainment of students taught through Traditional method on language expression and its reading skill sub-dimension. The means of post-test total attainment of students taught through situational method is also higher than the means of post-test total attainment of students taught through Traditional method. Calculated t-values of language comprehension, language expression, parts of speech, vocabulary development, reading skill and total attainment outcomes of English language are higher than the table value when students were teaching through situational method of English teaching. So, we can reject the null hypothesis, i.e. "There is no significant difference in attaining language outcomes of students after teaching through situational method and traditional method of teaching English at secondary level".

Discussion

The present study was aimed to investigate the impact of situational method of English teaching and compare the effect of situational and traditional methods of teaching in attaining language outcomes of students studying at secondary level. This study shows whether students' English learning outcomes increases or remain the same (constant) after teaching through situational method and also compares the impact of situational and traditional method of English teaching on their attaining language outcomes in total and regarding its dimensions. Table-1 indicates that language comprehension, language expression and total language attainment of students increase after teaching through situational method. The observed difference between pre and post-test scores of language outcomes is statistically significant, so we can reject the null hypothesis of the study because the findings of this study were not supported the hypothesis. Table -2 indicates that means of post-test scores on language comprehension, language expression dimension, and total language attainment of students do not increase significantly after teaching through traditional method. So we can accept the null hypothesis of the study. Further, table-3 shows the means of post-test scores of students taught through situational and traditional method of English teaching at secondary level. The calculated t-values of attainment of language comprehension, language expression dimensions and total attainment of students taught

through situational method are significant at .01 levels. The calculated difference between pre and post-test scores of total attainment language outcomes, teaching after situational method is also statistically significant at .01 levels. So, we can reject the null hypothesis. The finding of the present study was supported by Jusriandi (2020) & Wenrong, Li (2018).

Conclusion

The results and discussion of this research provide the importance and impact of situational method in English teaching regarding students' attainment of language outcomes. Above discussion leads to conclude that there is a statistically significant difference between the language outcomes of students before and after teaching them through situational method. The use of situational method in English increases the attainment of language outcomes, whereas traditional methods have not such impact on students' learning regarding English language outcomes. Situational method of English teaching is more effective than the traditional method regarding the language comprehension as well as language expression dimensions of language outcomes of English of students at secondary level. Attainment of English language outcomes of students at secondary level improves regarding their part of speech, vocabulary development and reading skill after teaching through situational method in comparison to teaching through traditional method of teaching English at secondary level.

Implications

The present study reveals a significant impact of situational method in attaining language outcomes at secondary level. So, teachers teaching English in Rajasthan should be reoriented in new methodologies and on enrichment of the content of English language. Since the purpose of teaching a foreign language is to enable the learners to use it. Therefore, it must be heard, spoken, read, and written in suitable realistic situations. Neither translation nor mechanical drills can help if they are not connected to practical life (Fki-Aouam, A., the situational language teaching). English text-books and language curriculum can be reorganized to follow situational method for effective English language education. Further research should be conducted on related areas, dimensions and different levels regarding situational method of English teaching.

References

- Fki-Aouam, A. *Lycees professionnels academie de Limoges (situational approach to language teaching)*.

- Jayalaskhmi, D. (2018). The oral approach and situational language teaching. *Pune Research Journal*, 4(3, May-June).
- Juan, D. (2017). The application of situational language teaching method to Mongolian English Majors. *English Language and Literature Studies*, 7(4).
- Jusriandi. (2020). *the use of situational language teaching method to improve students' vocabulary at the second year SMPN*, 27. Bulukumba, Indonesia.
- Mckay & Bokhorst-heng. (2017). *International English in its Sociolinguistic contexts*. eBook published, 2017.
- NCERT. (2019). *Learning outcomes at secondary stage* (1st ed) Agraahayana 1941, 2019.
- Paliwal, A. K. (2002). *Perspectives on English language teaching* p. 32. Surabhi Publications.
- Palmer, H. E. (1923). *The oral method of teaching languages*. Cambridge:Heffer.
- Ramachandran, V., & Nagandra Nagpal, C. E. R. P. (2020). *Secondary Education in Rajasthan: A qualitative study supported by American Jewish World Service (AJWS)*.
- Repository: A brief study on applying the situational teaching approach into English classes for rural primary students.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Upadhyya, A. (2012). *Techniques in English Teaching as a second language in the Kumaun region of Uttarakhand*. Shodhganga@INFLIBNET
- Wenrong, L. (2018). The application of situational teaching method to English grammar teaching in senior high school International Workshop on Advances in Social Sciences (IWASS 2018), 2018.

Websites

- <http://punereseach.com/media/data/issues/5aeb13cb308a8.pdf>
- https://webofproceedings.org/proceedings_series/ESSP/IWASS%202018/IWASS1231238.pdf
- https://ncert.nic.in/pdf/notice/learning_outcomes.pdf
- <http://pedagogie.ac-limoges.fr/anglais/accueil/html/EP/Web4Pages/SitAppLan.htm>

